JOURNAL OF EDUCATION

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Articles in This Issue

A Book Man Looks Ahead — BENJAMIN O. WARREN

What One Principal Asks of His Teachers — EVERETT V. PERKINS

Which Should Go to College? — ENDING THE FORUM

This Epidemic of Idea-ocity — M. M. GUHIN

Teaching—Quick or Dead? — LEWIS H. CHRISMAN

Radio More Than a Commodity — C. H. MOORE

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JOURNAL OF EDUCATION

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Table of Contents

OCTOBER 3, 1932

EDITORIALS:—
Useless Speculation 539
The Sin of Suspicion 539
An Enterprising Dean 539
Miss Betty Goodykoontz 539
Pete W. Ross of Point Loma 540
John Lund at Newton 540
The University Campus 540
Horsepower Education 540

BELDING'S PAGE 541
Coals to Newcastle 541
Why Schools Spend Money 541
Political Babel 541

A BOOK MAN LOOKS AHEAD 542
By Benjamin O. Warren

WHAT ONE PRINCIPAL ASKS OF HIS TEACHERS 544
By Everett V. Perkins

WHICH SHOULD GO TO COLLEGE? 545

THIS EPIDEMIC OF IDEA-OCITY 546
By M. M. Guhin

TEACHING — QUICK OR DEAD? 548
By Lewis H. Chrisman

RADIO MORE THAN A COMMODITY 550
By C. H. Moore

AWAKENING PUPIL AMBITIONS 552
By David J. Heffernan

REASON (Poem) 553

"HAVE YOU HEARD?" 554
(A. W. B.)

BOOK TABLE 556

NEWS DIGEST 557

GRINS BETWEEN GRINDS 561

JOURNAL OF EDUCATION: Founded 1875. Published first and third Mondays, in each month, September to June, inclusive, by New England Publishing Company, Six Park Street, Boston. Subscriptions in the United States, $3.00 a Year; Canadian postage, 50c; Foreign postage, $1.00. Entered at Postoffice in Boston, Mass., as second class matter.

Index to Journal of Education is published annually with the last issue in December. The contents are also listed in the Education Index.

What's Within

Tattered textbooks are getting on the nerves of school folks, these days; likewise the nerves of publishers. Everybody knows the time will come when fresh books will be ordered. But when? Read what a book man thinks of the prospect — Page 542.

•

Principal Everett V. Perkins, of Augusta, knows what to expect of his teachers. They know, too, for he handed them a clear-cut statement at the opening of school. We pass it along to you on Page 544.

•

Again the Widow is advised by our readers. Though she will have to make her own decision, aided by her son and daughter, she can't say these counselors have shirked their duty or overlooked any essential factor of the problem. Page 545 begins the ending of this lively forum.

•

Is there a "mob mind" in education? M. M. Guhin thinks there is. Mr. Guhin may have let his axe swing a trifle far. But no one is going to take offence surely; and independence needs frequent re-declaring. "This Epidemic of Idea-ocity" appears on Page 546.

•

Every one who is, has met, or hopes to become a live, inspiring teacher, will appreciate Professor Lewis H. Chrisman's "Teaching — Quick or Dead?" Maybe some half-dead teaching can be quickened into life by this article. Page 548.

•

Radio has not quite found itself, educationally. Some critics believe it is looking in the wrong direction. C. H. Moore sets forth his views in a forceful statement on Page 550, "Radio More Than a Commodity."

•

Superintendent Tobin of Cook County, Illinois, has succeeded in unlocking pupil energies to a marked degree and helping them to focus those energies on desirable objectives. David J. Heffernan sketches the achievement plan from the standpoint of one who has helped to create and direct it. "Awakening Pupil Ambitions" starts on Page 552.

THE PUBLISHERS.

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JOURNAL OF EDUCATION

Editorials

By Albert E. Winship

Useless Speculation

FEW political addresses thus far have had any appreciable influence for or against any leading candidate.

No scientist has staked his reputation in an explanation of the cause of thunder. It is regarded simply as a noise, harmless and useless.

Lightning is fairly well understood as a scientific action, but absolutely inexplicable in its local activity.

California rarely has more than one real lightning storm in a year. Florida usually has ninety-six tempests in a year, and South Africa expects 200 electric storms in a year. Why this discrepancy no scientist has ventured to explain.

It is amusing to read the explanations of the causes assigned for what will happen on November 8. There will be lightning effects in each section of the United States.

There will be an equal amount of noise accompanying the lightning in each section for each cause, but which civic, economic and social influence will take effect no one will know thirty days before the election.

It is useless for any one to indulge any hope on the personal or party outcome of the election of November 8. There is a liability of a deciding factor entering into the situation within the last thirty days.

Relatively few people have any one decisive issue in mind. There are civic, economic and social situations that may change suddenly, any one of which can affect a million votes in a short time.

• • •

The Sin of Suspicion

SUSPICION is exceptionally sinful in the present emergency. Civic, economic, and social restlessness are the worst causes of suspicion. The uncertainty accompanying restlessness makes suspicion inevitable.

Restlessness is a nervous disease, and suspicion is the first demonstration of this pernicious nervous disorder.

Traditional teaching has been liable to exhaust the nervous energy of teachers. Suspicion is the chief cause of modern suicides and it is filling our hospitals and asylums with good people who are in a worn-out condition.

Suspicion creates whispering campaigns, professionally and politically.

An Enterprising Dean

ON AN extended tour through the South one of the interesting experiences was meeting Dr. Edwin H. Scott, dean of the Georgia College at Milledgeville, a former resident of Cambridge, Massachusetts, a graduate of the Massachusetts Agricultural College. With Frank A. Waugh he established the first summer session of the State College. He personally created the first State Agricultural School. His two years in this school at Petersham revealed a foresight and enterprise that commanded universal appreciation which resulted in his being chosen as a member of the faculty of the college at Milledgeville, Georgia, where he has been professor and dean from the first.

Dr. Scott has been a leader through all the reorganizations of the college. He is one of the South's distinguished educators.

Dr. Scott is an active participant in various associations of the South, and is also a recognized leader in education in various states. In Georgia he is president of many state associations, a member of the Board of Trustees of colleges and other organizations. Locally, he has been active in civic, economic and social interests. He has been president of the Kiwanis Club for several years, president of the County Building and Loan Company that has already created a fund for the building of homes.

Among the notable achievements of the State College at Milledgeville are the dormitory and the dining-room services which produce a profit of some twenty thousand dollars a year, which has been used in the erection of several buildings, among which is a new library building, costing more than fifty thousand dollars. The total cost of the building will be paid by various profitable services of the college.

It is refreshing to find a Massachusetts man a leader in so many ways and serving the South in such an emergency as the World Crisis has produced.

• • •

Miss Betty Goodykoontz

THE Assistant United States Commissioner of Education, Miss Betty Goodykoontz, has greater official responsibility for education than any one in this capacity has ever had. There are more schools, teachers, and more pupils in American schools today than ever before. There are more problems, more vexatious situations, more expenses, less money, more troubles.

Added to her unprecedented official responsibilities Miss Goodykoontz was asked to tell a Boston daily paper how civics and political science had produced deflation and depression, and how to have 30,000,000 school children and youths who would start a new school year learn civics and political science that would rescue civilization from the effect of four years of world depression, which statesmen, scientists, and economists had been unable to check.

Miss Goodykoontz satisfied the Boston daily paper that every situation can be met promptly, scientifically, economically and philosophically by the teaching of civics and political science to thirty million children and youths in the public schools this year.

• • •

Pete W. Ross of Point Loma

THIRTY years ago when San Diego and vicinity were at the peak of fame as the rendezvous of more men and women famous for streaks and strains of genius of various flavors, Pete W. Ross inoculated San Diego with the spirit of the Holbecks of Lebanon, Ohio, under whose magic spell American education produced a variety of professional institutions that discovered ways and means of promoting high speed in the development of talent and in securing exceptional results.

After twenty-eight years Pete Ross retires from the Point Loma high school of San Diego, one of the famous high schools of the Pacific Coast.

We knew him in Ohio, and have enjoyed his friendship from the day he began his career in California, and we shall enjoy his acquaintance so long as our lives are spared.

• • •

John Lund at Newton

ONE of the most dramatic incidents in New England in many a year culminated in September when John Lund, who had been superintendent of schools of Norwalk, Connecticut, for seven years, became superintendent of schools at Newton, Massachusetts, to which position he was elected more than five months ago.

Newton has paid the city of Norwalk an unprecedented compliment. It is revealed that education in Norwalk is *of* the people, *by* the people, and *for* the people in a wonderful way.

Nothing is said or done for the teachers, for the schools or for the children or youth, by the public or by any organization or interest, that is not heartily endorsed by the people in their organized activity.

The business men, the lawyers, the bankers, the clergymen, the physicians, the literary men, the welfare groups, the women's organizations and the public, parochial and private school teachers and officials meet as a unit to consider every feature of education that is to be acted upon.

Nothing is done for education in Norwalk that is primarily in the interest of any creed or caste.

• • •

The University Campus

THE university's great problem is to establish the length and breadth of its campus.

The one-room school has learned that its campus is not the school room nor the school yard. It must educate the family and the neighborhood, the young and the old.

The taxpayers insist that the one-room school must make a definite return to the taxpayers of the district.

The pulpit and the press, the politician and the statesman demand that the country school and the elementary city school shall pay the taxpayer by the behavior, thrift, and health of all the boys and girls.

President Tigert of the University of Florida is making the state of Florida the campus of the university, and it is paying the taxpayers of the state civically, economically, and socially.

Every college and university must know the length and breadth of its campus, and it must make a specific return to its taxpayers if it receives any public money.

It must also make a definite return to the reputation of the philanthropists if their fortune is the promoter of its fame.

The college and the university must make a definite return in benefit to a religious denomination whose reputation and contributions have high significance in its success.

• • •

Horsepower Education

THE world crisis is creating entirely new veins in education, but it is not ignoring the phraseology of traditions.

The new commercial dawn in Russia has already created hydro-electric power greater than the possible combined power of Niagara Falls and Muscle Shoals, but it measures this new achievement in millions of "horsepower."

It is sublimely ridiculous to think of harnessing millions of horses to any enterprise, but when steam was first used industrially it was impossible to make business adopt the new power. To convince business that steam was a real usable power, the inventor or discoverer chose a definite industrial achievement and then demonstrated the number of horses that could develop an equal power.

There was no way for traditionalists to question the "horsepower" of steam, and that standard has prevailed from the first use of any power greater than that of a horse traveling in the circumference of a circle at the end of a pole.

The "prestige" of scholarship will be retained in education even when education is learning to live in the reign of the modern microscope, telescope, stethoscope, and electroscope.

Prestige is merely the horse power of education.

Belding's Page

Coals to Newcastle

IN A certain boys' camp, last summer, two silver cups were offered as prizes. One was for the best all-around camper, the other for the best athlete. The same boy was awarded both trophies. This occurred despite the fact that another boy had done about equally well in athletics and could have been given the athletic cup without injury to any one's sense of justice.

In a high school a boy was elected president of his class in freshman year, and was re-elected the next year and the next. This was not because he was the only student fitted for this office, or the only one who could have been elected. No doubt some other members of the class had developed into abler, more acceptable leaders than the boy who had chanced to win the votes in his freshman year when the students hardly knew one another.

The massing of honors upon a single individual is not good for that individual, nor is it good for other individuals who are equally worthy and could utilize the opportunities for self-development which responsibility supplies.

Some student government organizations, and some heads of schools and colleges, have given thought to this problem and have adopted simple expedients to prevent one person "crabbing" all the honors. "No student may at the same time hold more than one major office in the college." is the way one group of undergraduates has ruled—possibly as a result of faculty suggestion. "No student shall be eligible to succeed himself as president (or other important officer)" would be another good rule for general adoption where student officers are to be chosen.

And where teachers or executives of schools or any one with educational aim or concept may have a hand in the bestowing of awards—why not pass these around in a manner to make them accomplish their utmost good in encouraging the greatest number?

For nothing so discourages effort as the belief that "it's all in the bag anyway."

• • •

Why Schools Spend Money

THROWING stones at education is a favorite indoor sport, these times. Constructive criticism always should be welcomed by those who have as their responsibility the directing of the schools; but these same directors and their associates in the teaching profession are rightly indignant at the broadsides of loose accusation now being hurled at them.

Those who raise the loudest outcry against the so-called "frills and fads" of present-day education are the very ones who once berated the schools for confining themselves to a narrow field of studies which did not fit the needs of all.

The curriculum has been expanded in answer to insistent demands. It so happens that some of the newly introduced subjects are vastly more expensive to set up and teach than was the case with subjects already in the curriculum. Compare the costs of instruction in history or mathematics or Latin, for example, with the corresponding costs of metal working, printing or domestic arts.

School authorities are more apt to be conservative than otherwise. They have not gone out to hunt for excuses to spend the people's money. It was only when the desires of the people for their children became unmistakably clear that the schools started in earnest to meet those desires.

Much of the increased expenditure for education has been due to two causes: First, the enormous growth in attendance; second, the pride of citizens who wanted their schools to be as handsomely designed and appointed as those of neighboring communities.

It is the most natural thing in the world for the overburdened taxpayer to turn his attack upon the largest single enterprise for which his city or town spends money.

The citizens who believe in education and in those whose lives are devoted to educational service still number tens of millions. The shift of sentiment is among those who are never stable for long at a time anyway. It is no time for schoolmen to become discouraged or for schools to lose their morale.

• • •

Political Babel

IF LIGHT is produced by political controversy, a state like Massachusetts which recently had more than 15,000 persons running for nomination in its direct primary, most of them talking at once, must be fully illumined by now.

But alas! So much light dazzles the beholder. He wonders whether any truth is contained in the mass of utterance.

The young American who chances to overhear those speeches is far from electrified at the thought of politics as a field of service.

A great deal of antidote to the pre-election poisons has to be administered to our boys and girls if they are to perform the duties of citizenship with fidelity and with better feelings than those of disgust.

Auson W. Belding

A Book Man Looks Ahead

By BENJAMIN O. WARREN
Charles E. Merrill Company

Textbook publishers have shown themselves good sports. They have suffered from the curtailment of buying, and they have seen evidences of unwisdom in that form of economy. But they know their product is essential and must come back into full use. Here is presented one publisher's viewpoint on this matter.

IF I were a school superintendent I suspect that my reaction to the current insistence by taxpayers and school committees upon smaller school budgets would be the same reaction which so many superintendents have manifested. One of the first schedules I would slash would be "textbooks and supplies." What else could I do? Some schedules cannot be cut a penny—the one for interest and amortization of construction bonds, for example. Fuel is another charge that is virtually fixed.

Where, then, can the cuts be made?

Personnel? Well, if worse comes to worst, but enrollment is not diminishing, and abolition of enough positions to amount to anything would mean—theoretically at least—a lowering of educational standards and great confusion in administrative readjustment.

Salaries? Yes, again, if absolutely necessary. Yet, aside from moral obligations implied in existing salary schedules and aside from considerations of teacher morale, is it not simply in keeping with human nature to stave off as long as possible the lessening of one's own income?

Curtailment of the school year? Yes, but that, too, is a drastic measure, comparable to reducing personnel and salaries. The outcome of such action is bound to be a lowering of educational standards. Certainly that should not be the first measure adopted.

Maintenance? Yes, to a degree, and that is one of the schedules that is being cut to meet the situation.

Textbooks and supplies? Yes, for this year at least. Reduction in this schedule will not effect much saving, but every dollar counts. The schools can still function with the barest essentials from the supply list and they can, without too much loss, get along with their old textbooks for another year.

This, as I understand, represents the reasoning of school officials during the past ten to fifteen months. It is, I myself feel sure, the conclusion the schoolbook publisher would reach in the year 1932 if he were in the superintendent's shoes.

Now what has been the aggregate result of the elimination or paring down of textbook appropriations? According to figures recently released by the United States Bureau of Education, the net sales of textbooks sold by forty-two publishers dropped from $22,977,001 for the six-month period July to December, 1930, to $19,487,457 for the corresponding six months in 1931. This was a decrease of 15 per cent.

We have no comparative figures for the first six months of 1931 and 1932 respectively. Nevertheless, it is probably safe to say that the rate of decrease has been accelerated rather than decelerated since January, 1932. It is practically certain, moreover, that the period July to December, this year, will show an appreciable drop over the corresponding six months last year.

This rather abrupt and large decrease in the sale of its product has been a hard blow to the schoolbook industry. Nevertheless, it has not been altogether unexpected. By this time the publishers have tightened up their belts and have put themselves on a starvation diet for the time-being.

I think it is to their credit, too, that they have taken their part of the country's licking like men. They have not quit smiling. Their smile is not the smile they wore in 1928 and 1929. It isn't the smile of the enthusiast, who grins from the sheer joy of living. Living nowadays is too rough and rocky not to temper anyone's smile. But neither is the publisher's smile a forced one, for he is not a man to pose.

•

The smile that the publisher is wearing now is simply one of quiet confidence. He knows that if he can weather his own financial storm—which did not come in the fall of 1929, but which blew up rapidly during the latter part of 1931 and is still blowing with gale force—he will bring his ship into calmer and more salubrious waters *in the not too distant future.*

The reason for this confidence is that the publisher has implicit and justifiable faith in the place which his product fills in American education. What is that place? What is the relative value of the textbook in preparing our boys and girls, our young men and women, to make their

way in the world? Among all the instrumentalities of our educational scheme—teachers, supervisors, research departments, buildings, assembly halls, gymnasiums, playgrounds, laboratories, heating plants, and picture machines—where do books rank in importance?

•

It seems to me books rank second only to the teacher himself. Notwithstanding my possible bias as a member of the publishing industry, I think no candid, considered survey of the whole question can lead to any other conclusion. Even the best teachers would soon be driven to despair if required to conduct all their classes daily without books. Any teachers but the best would be utterly lost. In fact, there have been plenty of men and women besides Abraham Lincoln who, given a few books, have succeeded in gaining a good education with little or no formal contact with teachers.

Perhaps the high degree of usefulness of the humble textbook is overlooked in the endeavor to maintain salary schedules and to raise money to meet the cost of earlier building programs. I have no quarrel with communities which have spent lavishly for schoolhouse construction. I have shared the feelings of those who took pride in such displays of civic enterprise and interest in making comfortable and attractive the education of future generations. Nevertheless, our splendid new school buildings, as yet unpaid for, represent thousands of dollars of investment in features which, however desirable, actually are less essential to a good education of the individual child than suitable textbooks.

•

The history of education itself serves to place books in the niche where they belong. First, of course, there was the teacher, who taught with the crudest of materials and often in the poorest of environments. Then came books as an accessory of tremendous value. And, notwithstanding all the merits of the innumerable other agencies and instruments which have come to be regarded as means for improving the educative process, books remain the most basically essential, with the single exception of the teacher.

Will the textbook market in 1933, then, be better than the market of 1932, even though general business conditions may not have improved apppreciably? I think it will be better. Two factors chiefly are responsible for this opinion. One is simply that old books, used this year in bad condition, and which, if used next year, will be in worse condition, will finally be discarded. The other factor is that by another year the whole situation will have become shaken down, and this period of rather hysterical and unplanned adjustment to the demands of taxpayers will have given way to a more considered adjustment. By this I do not mean that school costs as a whole may not have to be scaled down even more in 1933 than in 1932. Quite likely they will have to be. By that time, though, school administrators and school committees will have had the time properly to evaluate all the items of school expense and to sift the more necessary from the less necessary.

"The history of education itself serves to place books in the niche where they belong. First, of course, there was the teacher, who taught with the crudest of materials and often in the poorest of environments. Then came books as an accessory of tremendous value. And, notwithstanding all the merits of the innumerable other agencies and instruments which have come to be regarded as means for improving the educative process, books remain the most basically essential, with the single exception of the teacher."

When that attitude comes to prevail many things, I believe, will go by the board before textbooks. After all, the saving achieved by eliminating all textbook purchases can only reduce a school system's costs by a negligible amount. Some say 1½ per cent.; some say 3 per cent. Taking the latter figure, the saving would be only $3,000 in a $100,000 budget, or $30,000 in a $1,000,000 budget.

It is already manifest that far more than that amount of saving must be accomplished to satisfy the taxpayers. Consequently, supervisory officers are being released, certain types of work calling for specialists are being abandoned, salaries are being reduced, and other major operations are being effected.

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What will be the inevitable result of such procedure? It will lower the *esprit de corps* of the teaching force, until its members can adjust themselves to the new conditions. It will withdraw from teachers the helpful advice of more experienced supervisors. It may make the classroom teacher responsible for certain phases of the work which, because these have customarily been carried on by specialists, she is not well fitted to do. It may mean strenuous efforts to attain the usual educational objectives in a school year of fewer weeks. In short, whatever measures of economy are adopted, they are bound to place a greater burden of responsibility —and usually a greater actual pupil load—upon every single classroom teacher.

In order to uphold as well as possible the customary educational standards in the face of these circumstances, every reasonable aid and encouragement should be given to the teacher. One relatively inexpensive way to accomplish this end is to supply her class with fresh, clean textbooks. The daily use of such

tools in good condition will affect the morale of both teachers and pupils as a daily shave spruces up a soldier.

An elementary textbook ordinarily costs considerably less than a dollar per copy; the high school book less than a dollar and fifty cents. That is little enough to pay for the educational instrument that is second in importance only to the teacher. Let us assume that the teacher's salary is $2,000 per year; over a five-year period the community pays her $10,000. Let us assume the net cost of a new textbook in a given subject is 75 cents per copy. Over the same five-year period a class of forty pupils can be equipped with fresh textbooks in one subject each year at a cost of $30 a year or $150 in the five years. The ratio of 150 to 10,000 is 3-200ths. It is not belittling the teacher to say that the textbook is at least 3-200ths as useful an agency in the child's education as the teacher.

When considered from this standpoint it is plain that no investment the community can make is likely to yield a higher return for every dollar put into it than the textbook. No investment, except that in the teacher, will contribute so much to the child's mental growth. No investment will do more to maintain teaching efficiency. No other means will offset so well or so inexpensively the increased physical and mental strain which the teacher is going to be under for the next few years. No workman can do good work with shoddy tools and, when he is hard pressed, his tools should be all the keener.

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It is not necessarily false economy to maintain in use textbooks copyrighted from five to ten years ago. The false economy lies in continuing the use of dilapidated, unsanitary copies of any textbook. The only thing worse is to deprive the child of books altogether, while huge sums are being appropriated to pay for costly buildings which, after all, can do the child's soul and intellect little good. Indeed, such methods of economy belie the integrity of the ideals of American education.

Before long school superintendents are going to appreciate the full significance of these facts, facts temporarily overlooked in the rather feverish efforts to reduce expenses immediately. Hence, having reconciled themselves to lower total budgets for the next few years, budgets which cannot be lessened materially by persistent refusal to give pupils and teachers decent textbooks, school officials are again going to allot for this purpose the small fraction of their funds required to maintain reasonable standards. This reaction in favor of more nearly normal textbook purchases, I believe, will set in before financial planning is completed for the year 1933.

What One Principal Asks of His Teachers

By EVERETT V. PERKINS

Principal, Cony High School, Augusta, Maine

AS classroom instructors:—

A knowledge of the characteristics of adolescent youth.

A personal acquaintance with individual pupils, and an adaptation of the work to the ability and interests of the individual.

Knowledge of subject matter.

Careful planning of the daily work of each class. "Plan your work and then work your plan."

Prompt returning of test papers, notebooks, etc.

Willingness to explain all marks to students.

Careful attention to ventilation, temperature, and orderliness of room.

A pedagogical method of assigning lessons.

A consideration of the temperament, ideals, and home conditions of pupils when handling disciplinary problems.

As members of the faculty:—

Arrival not later than 7.45 a.m., and a visit at the office upon arrival to get mail, notices, etc.

Care of a home room or assumption of other equipment duties.

Service on various committees.

Sponsorship of clubs.

Attendance as far as possible at Cony activities.

Attendance at teachers' meetings and contribution towards their success.

Professional loyalty towards all co-workers.

Co-operation with various committees of teachers and students in carrying out different projects in the school.

Supervision of a study hall according to suggestions laid down by study hall committee.

As citizens of the community:—

Active membership in local organizations.

Patronage of local business concerns.

Exercise of civic duties at elections.

Cultivation of acquaintance with parents.

Attendance at parent-teacher meetings.

Loyalty to school, school officials, colleagues, and students at all times.

Consideration of this city as a home city. Don't be a "dress suit case teacher."

Which Should Go to College?

Concluding Instalment

> "I am a widow of limited means, with a son and a daughter, both of average intellectual ability or better. I can send only one to college. Which shall I send?"

This is the second and concluding instalment of advice from American school authorities to the perplexed British widow whose problem was cited in the *London Evening Standard*.

An earlier issue of Journal of Education, that of September 19, contained a variety of other answers:

TWO HALVES PLUS

Answering the widow's question, if the son and daughter are equal in all respects, I would send each of them half way through college in the hope that the way would then open for one or both of them to work their way through the last two years. It's very difficult, not to say impossible, especially in these times to make a dependable budget based upon a four-year forecast.

Yours very truly,
George W. Coleman
Boston

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BOY, ON ONE CONDITION

Send the boy to college. He will be worth more to himself, to his mother, to his sister, and to the community at large if he can have the benefit of a college education which is chosen so as to fit his particular needs, abilities and interests.

If the boy is entered in a nearby college and is encouraged to visit his home at frequent intervals and to bring his college chums with him, sooner or later he will bring home the man who will become his sister's husband. As our social world is constituted today perhaps the most desirable future that the girl can look forward to is that of being happily married to one of her brother's friends from college.

Samuel Engle Burr
Glendale, Ohio

LACK OF FACTS

I could not discuss this question helpfully without knowing the tastes and talents and personalities generally of the son and the daughter. Such a question to be of any real help, it seems to me, cannot be answered superficially at a distance. One would have to know the son and the daughter themselves in order to give any advice worth while.

Florence Hale
New York City

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TURN AND TURN ABOUT

Without any further information on the subject than that your son and daughter are of average intellectual ability or better and that you can send only one to college it would appear to me that more facts were needed before an intelligent decision could be made. Information about the interests and aptitudes of your children, the careers to which they are looking forward, the ability to concentrate and their willingness to study and to work hard to win their way, persistence with which they will stick to the goal when conditions are not favorable, the kind of course desired, and the kind of work they wish to do in life is necessary before one is justified in offering advice.

On the basis of the facts presented, however, it seems to us that if one desires to go to college and the other does not, the one who has the desire to go should have the preference. If both desire to go and both have definite objectives in view it would seem that one could help the other. For example, if one would help to finance the other for a couple of years they could take turns at being in school. Many families do this way. It would seem that some plan should be devised whereby both will have a chance for some training rather than one to have it all. By working it out or by dividing what is available between both of them and allowing each of them to work his way for the other part of the expenses it perhaps could be managed. There are opportunities for work, loan funds and scholarships available for worthy students in most institutions.

Very sincerely yours,
Agnes Samuelson
Des Moines, Iowa

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MOTHERS OF MEN

Assuming that both the son and the daughter are college material, and that only one can be sent to college on account of finances, I would send the daughter.

If the girl has to wait four or five years, she will probably never go. If she goes now, she can prepare herself either for a place in the wage-earning world or for home duties.

If she becomes wife and mother, you have educated more than an individual. An educated mother means the education of the whole family.

R. H. Latham
Winston-Salem, North Carolina

A CALEDONIAN ANSWER

ALL that we have learned of advisement within the last decade has made us realize the futility of blanket prescriptions. Nobody could advise the widow intelligently without having made a careful study of her two children.

Worth McClure

Seattle

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SELF-HELP

I would suggest that the widow send both the son and the daughter to college, with the understanding that each shall seek part-time employment. If the two are good candidates for college life there is no real insuperable obstacle in the way of a four-year college course for each of the two. All through the United States, from coast to coast, tens of thousands of young men and women are paying their way in considerable part while in college.

Yours cordially,

D. B. Waldo

Kalamazoo, Michigan

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A WOMAN'S WORLD

Send the daughter to college. When you educate a boy you educate an individual; when you educate a girl you educate a family. Encourage the son to realize his responsibility as quasi-head of the family, and to seek at home what education he may (and this is no small amount); encourage the daughter to share as she may her educational opportunities with the brother and mother at home. Reasonable limits must naturally be placed upon these expectations.

G. H. McGaw

Woodsville, New Hampshire

This Epidemic of Idea-ocity

By M. M. GUHIN

THERE is little danger to our republic from encroachments of a dictator. We shall continue a government that is, at least nominally, in the hands of the people. Our real danger lurks in the seeming pacivity of America when assailed by "idea-ocity," the dominition of an idea fostered by fanatics or near-fanatics who feel it incumbent upon themselves to force *Their* standards of government, their standards of morality, their standards of human relationships upon the nation, the state or subdivisions of the state. The idea-ocitist is, essentially, a despot who has no respect for the opinions of others unless they coincide exactly with his own views. There is no limit to which he will not go. Assuming a "holier-than-thou" attitude, the idea-ocitist is a past master in spreading propaganda, intimidating legislators and public officials, ridiculing without mercy those who are not in accord with him and assuming the position of determining what is right for all.

The idea-ocitist in politics is responsible for the appalling encroachments of government—the national government encroaches on the state government, the state government on the local government, and all governments on private enterprise and personal responsibility. The distinction between "good" and "bad" people is disappearing—government is assuming responsibility as the determiner of human action. Idea-ocity in South Dakota installed a rural credits system in 1917, taking over a portion of the functions of banks; today this system shows a deficit of $9,000,000—just one illustration of the cost of idea-ocity. Government has assumed so many responsibilities that it is said one-sixth of the income of the nation goes to its support. Idea-ocity in government is bringing about a condition which is well-nigh intolerable from the taxpayer's standpoint.

"In the maelstrom of successive waves of idea-ocity in education we forget that real progress in education has come about in many instances through the demands of the people.

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Is it not strange, especially when financial conditions are at such a low ebb, that some idea-ocitist does not propose that, since teachers are now trained to teach the practical subjects, they be permitted to do so in a vital, human, loving, motherly way, without being everlastingly 'supervised'?"

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Idea-ocity is especially pernicious in education for various reasons. The immaturity of the child, his absolute helplessness so far as redress of grievances is concerned, the technical nature of teaching, the preponderant number of young people, especially young women, in the teaching profession, all tend to make the schools an easy prey of the idea-ocitist. The self-protective measure of mediocracy, that is, the prestige in which college degrees are held by the "mutual admiration society of the degreed" is a vital factor in creating and maintaining a deference to "doctors" and "masters" irrespective of what they have achieved in life, which makes the field of education an easy prey to the idea-ocitist.

The cycle of idea-ocity is, approximately, of four years'

duration. Usually a cure-all for educational ills flares up with satellite brilliance in the East at some great university. The educational Messiah usually "occupies a chair," which gives him considerable prestige with the would-be doctors and masters who are working for degrees under him. Once the great doctor has deigned to give to the nation the results of his inspiration, the great revelation is given wide publicity, the would-be doctors and masters take it up with enthusiasm, the lesser lights ape them in their abject following of the idea-ocitist, and in a brief period there are but two classes of educators in the nation—the followers of the idea-ocitist and the "moss-backs" who dare question the final solution of all the problems of education through the new plan. However, the second year there are murmurings among other idea-ocitists; some daring spirit among them offers a modification of Dr. Blank's panacea, and, Lo! Dr. Blink's modification of Dr. Blank's panacea is heralded as the new dispensation in education! This brings easy money to Dr. Blink, and soon we have Dr. Blunk's interpretation of Dr. Blink's modification of Dr. Blank's panacea in education. It now becomes a "free-for-all" in the struggle for publicity—and royalties—and the time is propitious for another idea-ocitist to enter the field with a new revelation. About this time the original vision of the first idea-ocitist has seeped down to the grade teacher, who accepts it, and at last the child is laid on the operating table, a helpless victim of idea-ocity.

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There is an ominous lull in the educational arena. The Great Idea has run the whole gamut of educational experimentation. Wherein doth it profit a doctor to expatiate upon the merits of an idea which even the lowly grade teacher is practicing? There are deep rumblings and quakes perceptible only to the small coterie of disciples eager to take up the next wave of idea-ocity. Soon the star appears in the East—always in the East—and behold! An entirely new panacea is heralded from the Bethlehem of all wisdom, the Great University. The idea-ocitist is eagerly aped by the soon-to-be-doctored, due publicity is obtained, there is a new flow of royalties, a new mimicry from the "progressive educators," a new classification of "moss-backs," and the cycle evolves as before with modifications, interpretations of modifications and interpretations of interpretations of modifications until the idea-ocity has run its course, and a new prophet appears.

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In the maelstrom of successive waves of idea-ocity in education we forget that real progress in education has come about in many instances through the demands of the *people*. It was through the people that the subjects referred to in the colleges contemptuously as "practical" subjects became a part of our curriculum. However, even here the idea-ocitist got in his work by urging the employment of "supervisors" to take care of the new subjects. This was, undoubtedly, warranted in the beginning, since the universities and colleges, blind to the demand for practical subjects, had failed to prepare teachers to teach these subjects. The supervisor of special subjects was introduced as a temporary expedient to bridge over the period when the colleges and universities could catch up with the common people and train prospective teachers to teach the practical subjects. This period has long since elapsed—but we still have the supervisor. We frankly admit that it is impossible to engage a teacher to teach a group of little people in the B division of the second grade or the A division of the fourth grade unless she has as assistants a primary supervisor, a supervisor of writing and drawing, a supervisor of music, a playground supervisor, and a principal of the building. With years of special preparation for her work, with years of actual experience in that work, the grade teacher finds herself bound with a Gordian knot of supervisory red tape, unable to make a mental move of her own in teaching the little people entrusted to her care. In fact, she must not even think of them as little people—they are the B second or A fourth to be taught and tested according to Rule 145 in arithmetic, 347 in spelling, and 122 in conduct and citizenship. Is it not strange, especially when financial conditions are at such a low ebb, that some idea-ocitist does not propose that, since teachers are now trained to teach the practical subjects, they be permitted to do so in a vital, human, loving, motherly way without being everlastingly "supervised"? The greatest progressive step in education in America has been the introduction of the practical subjects into our schools, *despite* the attitude of universities and colleges; the "supervisor" was *their* contribution, but it does seem that it has been overdone. The "idea-ocitist" is a factor in American education in which the public should take more interest.

"Like-mindedness is the curse of our social and economic life. While Americans talk much of courage and brag about individualism, we are foolishly weak and desire, perhaps more than any other nation in the world, to lose ourselves in conformity. We have drifted away from the heritage of our frontier forebears to become one of the most cowardly nations in the world, socially." —Dr. Cloyd Heck Marvin, President of the George Washington University.

Teaching—Quick or Dead?

By LEWIS H. CHRISMAN

West Virginia Wesleyan College, Buckhannon, West Virginia

"THERE is nothing happening in that department," was the way a college president in a meeting of a committee on instruction summarized the teaching of an excessively amiable professor. A young man had given a rather enthusiastic account of two of his graduate courses in one of America's largest universities, but when he came to the third, he added: "I spend five hours a week in the room where Dr. Doe lolls over the desk and talks to himself." Once in walking through the hall of an institution of higher education I passed an open door disclosing a room in which a class was in session. Inspired by curiosity I took in as much of the territory as I could at a glance. Some of the students were slumped down in their seats in various degrees of soporificness. A rather attractive young lady with a dreamy expression in her eyes was looking out over the distant hills. A blasé-looking youth was industriously decorating the arm of his chair with his jack-knife. From my point of vantage I could not see the teacher, although the echo of a droning voice told me that he was there. I have never known what subject was being discussed in that room or who the teacher was, but one prolonged glance gave me rather complete evidence that educationally nothing was happening there.

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One summer a number of years ago I visited over thirty classes in a Middle-Western university. During the weeks of my pilgrimages I found myself unconsciously dividing the classes to which I listened into two groups, those that were alive and those that were dead. Although the precisionist might object to such arbitrary classification, yet as I have since visited classrooms in numerous grades and subjects, I have found myself making the same division. There are teachers that teach, and those that do not. In Tennyson's *Northern Farmer, Old Style*, the old man is telling that he went to church before the death of his wife, and listened to the parson buzzing away above his head like a bittern, and the farmer adds:

> "An' I niver knaw'd whot a mean'd but I thowt a 'd summut to saay,
> An' I thowt a said whot a owt to 'a said, an' I coom'd awaay."

There is teaching of exactly that kind. The teacher is there with his lectures, his questions, his tests and the other paraphernalia of the pedagogue. The student is also on hand to fit into his place in the machine. But minds are not being stimulated, curiosity is not being awakened, and the horizons of knowledge are not being broadened.

"The teacher who knows just what phase of the lesson will be discussed in the third ten minutes of the recitation is in a hopeless rut. Morover, he is dominating the situation himself to such an extent that the class lacks that spontaneity without which there can be no intellectual quickening."

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"Probably all of us have lost opportunities to do real teaching by too rigid adherence to conventionalities and forms."

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Ralph Waldo Emerson, whose educational writings contain more wisdom to the square inch than those of any other American, struck the nail right on the head in these words: "When a stupid man becomes a man inspired, when one and the same man passes out of the torpid into the perceiving state, leaves the din of trifles, the stupor of the senses into the quasi-omniscience of high thought—up and down, around, all limits disappear. No horizon shuts down. He sees things in their causes, all facts in their connections." This is just what occurs when real teaching is being done. The dull lethargic mind is stimulated to activity. Gates are opened into hitherto unknown fields. A desire is aroused to explore those lands hidden behind the ranges. Facts are seen in their relation to other facts. The little world becomes a big one. William Roscoe Thayer said of Charles Eliot Norton: "What he touched lived; there was no dead knowledge; even erudition took an unwonted glow." Wherever such things happen there is live teaching. Otherwise it is dead. And dead teaching is no teaching at all. Whatever its other defects may be, teaching that has the merit of vitality is effective. If it lacks this quality it has a fault that nothing else can overbalance.

We can take it for granted that there is no teacher whose classes are unceasing fountains of inspiration. An individual cannot continuously scintillate. It is reported that even William James had his periods of dullness. In fact for weeks he would be sluggish and unrewarding. Then he would seem to awake and his lecture periods would be galvanic with intellectual electricity. Then, too, not every teacher can stimulate every student. Different minds are responsive to different influences. Borden P. Bowne used to say: "Philosophy is not for everybody." Any teacher

learns sooner or later that his particular subject is not for everybody, although each failure to make our field vital to a member of our classes means that we have come that far short of pedagogical effectiveness.

But when every concession has been made, it must be admitted that American educational institutions are not without dead teachers. And a dead teacher makes a dead class. Classes of this type are the major tragedy of our educational system. The fewer of them the better, but I have yet to meet the first person who claims to have entirely escaped such experiences during his years of formal education. One stimulating hour is often worth more than fifty dead ones.

I can illustrate this by a personal experience. In the summer of 1917 I heard a lecture at the University of Wisconsin which has been a part of my intellectual life ever since. I had noticed that one of the members of the faculty was announced to speak on "The Origin of Place Names." This subject meant nothing whatever to me. I knew that places had names, but how they received them and what they signified never occurred to me. I do not know just why I went to that lecture, but I have been thankful ever since that I attended it. It was given by Professor R. H. Whitbeck of the department of geography. Before he had talked ten minutes I knew that he was discussing a subject of interest and far-reaching educational possibilities, and that he was doing a good piece of teaching. I am not writing mere words when I say that as I listened to the discussion

"I felt like some watcher of the skies,
When a new planet swims into his ken."

The material was presented in such a way that it immediately connected itself with my own geographical contacts. Before another day had passed I had done some reading in the field and ever since that summer afternoon the study of place names has been one of my intellectual interests. It has given me many hours of genuine pleasure, and I hope that it has added something to my pedagogical usefulness.

Learning is an adventure. It is traveling in new fields and is a constant enrichment of experience. From its very nature it is not passive but active. Emerson emphasizes this again and again. In his essay on *Education* he gives teachers the following advice: "I advise teachers to cherish mother wit. I assume that you will keep the grammar, reading, writing and arithmetic in order; 'tis easy, and of course

L. H. CHRISMAN

you will. But smuggle in a little contraband wit, fancy, imagination, thought. . . . They shall have no book but school-books in the room; but if one has brought in a Plutarch or Shakespeare or Don Quixote or Goldsmith or any other good book, and understands what he reads, put him at the head of his class. . . . If a child happens to show that he knows any fact about astronomy, or plants, or birds, or rocks, or history that interests him and you, hush all the classes and encourage him to tell it so that all may hear. Then you have made your schoolroom like the world. Of course, you will insist on modesty in the children, and respect to their teachers, but if the boy stops you in your speech and cries out that you are wrong and sets you right, hug him."

There is a truth in these words independent of the adventitious circumstances of the teaching which they describe. Teaching is teaching in all generations and in divers settings. There are principles which apply in the primary grades and in the graduate school. These are what the earth-quake scholar of Concord had in mind. One of them is that there can be no teaching without the stimulating of vital intellectual processes. For this there is no substitute, and, if necessary, rules, plans and even many so-called standards must be sacrificed in order to bring it to pass. Probably all of us teachers have lost opportunities to do real teaching by too rigid adherence to conventionalities and forms. A once well-known text in the field of teaching had at the end of one of its chapters the question, "Should a teacher ever deviate from a carefully prepared lesson plan?" Whatever the answer which that particular author expected we can take for granted that Emerson's answer would be a most emphatic "Yes." His position would be hard to confute. Nobody can foresee the exact direction any active class discussion will take. The teacher who does know just what phase of the lesson will be discussed in the third ten minutes of the recitation is in a hopeless rut. Moreover, he is dominating the situation himself to such an extent that the class lacks that spontaneity without which there can be no intellectual quickening.

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Any semblance of intellectual activity on the part of a student should be noticed and encouraged. Once when a teacher had read several of Shelley's poems, an alert-minded boy, who possibly failed somewhat to appreciate the imagery and melody of the poetry, complained that they con-

tained little thought. The teacher was irritated, and bluntly told the boy that he was incapable of understanding good literature. This was an egregious pedagogical error. In spite of the boy's artistic limitation he had sensed a lack in Shelley. His criticism was not essentially different from that of Matthew Arnold, who declares that Byron, Shelley, and Keats "do not know enough." Any sincere thinking on the part of the student is worthy of the teacher's respect. A teacher ought to rejoice at every sign of independent mental activity.

"Did you see Mona Lisa?" said a visitor in an attempt to encourage a young lady to talk about her recent travels. The reply was: "Where is that picture? If it is in the Louvre, I saw it." There are fields of knowledge with which our acquaintance is very similar to this. We faintly remember that we had such and such a course in our junior year. We have never thought about it since and we have almost forgotten that we have ever had it. We can think of other courses which have become a part of the warp and woof of our lives. Sometimes it is our joy to read and to think in the fields to which they introduced us. But even if we cannot do this, we cannot forget them. Never a day passes when our lives are not influenced by those who have really taught us. Living material remains vital and increases as the years go by. Creative teaching is a perennial enricher of life.

Radio More Than a Commodity

By C. H. MOORE
Washington, D. C.

WHATEVER possibilities the motion picture offered in any field they are eclipsed by the radio. The Census Bureau reveals the fact that in April, 1930, no less than 12,078,345 homes had radio sets, and that since that date the industry estimates that 3,700,000 more receivers have been sold. Consequently we have approximately about sixteen million homes furnished with radio. What an opportunity!

The adaptability of the radio for educational effort is far wider in its scope than that of the motion picture. Its artistic conceptions are higher; its applicability is more extensive, and its domestic character makes it far more efficient than the picture could hope to be. But precisely as the motion picture industry had its inception in a cheap and tawdry environment, and, as its magnitude increased, fell into the rut of commercial exploitation and catered for and pandered to low but popular demand, so the radio, though born in a higher plane, is gradually falling into the abyss of commercialism, and is being demoralized in the process. It is superfluous to attempt any demonstration of the truth of this statement. Any intelligent radio listener will at once and emphatically confirm it. So flagrant has the condition become that it has attracted the attention of Congress, as is witnessed by the resolution proposed by Senator Couzens, amended by Senator Dill, and adopted by the Senate on January 7 last. This resolution calls for an investigation of the efforts made by the radio trust to subordinate education to commercial management. The Federal Radio Commission was authorized and instructed to make a survey and report to the Senate.

In the meantime much can be done to organize and vitalize the strong public feeling on this question. There is no doubt about the widespread existence of this feeling. In many instances it amounts to positive disgust. There is a necessity for the inauguration of a campaign which will focus objections to the subordination of educational and other artistic programs to the commercialized "spieler" and the agonizing crooner. The assistance of the press should be enlisted, and this should be readily forthcoming, as the public newspapers are the legitimate advertising mediums. Educational, social welfare, literary and other associations should be induced to accept lecturers and speakers on this subject. Particularly should efforts be made wherever possible and however difficult to secure the broadcasting of educational programs free from any derogatory influences. It should be impressed upon the public that other countries keep the radio clean and free. In Great Britain, where radio advertising does not exist, there has come into being an organization which acts as an authority on correct language, pronunciation and diction in radio broadcasting. The necessity for improvement in these details is too often painfully evident in our programs. This is singularly obvious in the rendition of poetical selections.

But as yet there is not much tangible evidence in this direction. An analysis of the advertised programs broadcast from stations in Washington, D.C., on one day, from noon to midnight, showed a total of 236 presentations. Out of this number only nine could, by a generous expansion of imagination, be classified as educational. It must be admitted that many of the musical

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contributions are of an excellent character, but they are too often marred by the interpolation of commercial advertising the character of which is, at times, extremely questionable.

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The possible influence of the radio on correct speech is great, but no program has been promulgated with the avowed intention of preserving the purity of the English language, of setting up a standard of correct pronunciation and diction, of bringing to the people spoken examples of pure English.

The use of the radio in school is impossible if its contribution be tinged in any way with commercialism.

What then is the remedy? The answer of the broadcasting organizations to all these criticisms is obvious. They must secure income and consequently they move along the line of least resistance to obtain it, and this lies in the direction of making the radio the medium for commercial advertising. It goes without saying that any attempt to adopt the British system would be violently opposed by the vested interests as a matter of course. They claim that American programs are superior to the British, and this claim cannot be lightly dismissed. But radio has attained the proportions of a public utility and public utilities should be regulated. Moreover, radio, as a public utility, is unique in this class. It is not a commodity. It is an influence, a factor in the cultural development of the nation and consequently it demands special consideration and treatment.

Senator Dill's amendment to the Couzens resolution in the Senate contains the following paragraphs:—

(8) "Since education is a public service paid for by the taxes of the people, and therefore the people have the right to have complete control of all the facilities for public education, what recognition has the Commission (The Federal Radio Commission) given to the application of public educational institutions?"

(15) "Does the Commission believe that educational programs can be safely left to the voluntary gift of the use of facilities by commercial stations?"

Here is the evident indication that some part of the time for radio broadcasting must be set aside for educational effort, and it would appear that this should be the correct procedure. If this time can be secured and placed in the hands of competent and recognized educational authorities the desideratum may be attained. The regulation of commercial broadcasting, so long as it continues, would be, as it is supposed to be now, a function of the Federal Radio Commission, whose conduct would, in turn, be determined by the expression of public opinion.

Awakening Pupil Ambitions

By DAVID J. HEFFERNAN

Country Life Director, Cook County Schools

THE pendulum of education has taken its swing with cultural training, and now we look interestingly toward it to watch its return movement.

It will indeed be lamentable if we should shelve all the civilization that has been built up from our cultural training and return to the primitive existence of just plain, practical living. We cannot deem this any more a success than the other extreme of developing entirely our cultural side of life.

We in Cook County feel that our superintendent has in the course of the past twenty years spent sufficient time on an experiment that has merited success, to warrant our boasting to the world that we have a well balanced educational system. He has called it his "achievement course," and has used it to augment the cultural training the child receives in school. It has been his contention that the child was being only half-educated in our school systems and achievement was an endeavor to fill the missing requirements of a well-balanced education.

His experiment is the more valuable because it has been tried in the leisure time of the child; that is the period when he is out of school. His achievement course is divided into home projects. Some of these for the purposes of illustration are wage, business, sewing, cooking, reading, boy and girl scout, health and the arts. These projects are classified under three headings; vocational projects, academic projects and recreational projects.

The child begins his achievement work the day he enters school. He immediately starts to work on his health and punctuality projects. If he fulfills the requirements listed in the achievement manual for these two projects, he is given two credits at the end of the year and is sent merrily on the road toward achievement graduation.

Each year the child adds a bit more of achievement work and increases in enthusiasm until his fifth year, when he becomes a voting member of the achievement club. This is a

proud day for the child and unconsciously it is a most valuable day for him. He learns a genuine practical lesson in politics, and learns it under the supervision of teachers and not under the supervision of gangsters and hoodlums, as has been the case and still continues to be the case in most sections of our country. Ballot booths are erected; judges and clerks of election are chosen; the child must register to be eligible to vote; campaigns are carried out by the children; and they vote in strictest conformity with the election rules as set down by the election commissioners of the city of Chicago. How vastly different is this from the mere school election carried on by the process of signing the individual's name on a piece of paper and having it collected by the pupil closest to the teacher's desk. Three years of this experience and the child finishes his eighth grade with a splendid knowledge of the workings of his government and he is prepared to go to the polls. It was this training Thomas Jefferson had in mind when our public school system was founded, and it was never intended that we should go off on the tangent we have in the past century.

Shortly after the election of officers an evening meeting is held in the schoolhouse, when the newly elected officers conduct a model parliamentary meeting. The newly elected president is introduced to the parents and friends and acts as chairman of the evening's entertainment. He conducts the business, introduces all speakers and gives a demonstration of his new project as an officer.

Contests are held throughout the year to stimulate interest in these projects, and their news value is readily recognized by the newspapers of Chicago, who give thousands of lines a year to the achievement work of Cook County schools. Amongst the most famous of these contests are the "vacation contest" which awards prizes to the children who have spent the most profitable and the most interesting vacation; the "declamation and health poster contests"; the "spelling contest"; the "health contest" and the "achievement contest," which awards prizes to the children who have accomplished the most in achievement during their eight years in school.

•

One of the most interesting and the most enthusiastic times of the year for the achievement boy and girl and his parents is the festival time, which comes in the spring of every year. Cook County is divided into six divisions, under six directors of education, and each year a festival or picnic day is held in each division. It is a well regulated day commencing with a divisional health contest and the graduation exercises in the morning, working down to a grand parade in the early afternoon, featured by pageantry and led by a band, the superintendent of schools, Edward J. Tobin, and the boy and girl health winners, and ending in the finals of the races and ball games that have been carried on through the year.

The close of the achievement year comes with achievement graduation day, when a banquet is given to all achievement graduates in one of the downtown hotels in Chicago. The boy or girl to graduate has had to merit seventeen credits.

It is required that each child write a report of his year's work in his chosen projects. These are published in a magazine of which I am the editor. This magazine is utilized as the medium for bringing messages to the children from Mr. Tobin, as a stimulant for their work and as a binding tie, linking all the sections into one. Competition in the contests is made that much keener because the child realizes the entire county is taking part in them, and the athletic contests build up a friendly rivalry between the divisions.

Each year Mr. Tobin has endeavored to add something new to his achievement work, and each year it has grown bigger and more comprehensive in training the child. With the new innovations and with the wide publicity it has received, achievement has just completed its most successful year. Parochial schools have requested that our men come to their schools and install the entire achievement course. Heretofore outside schools have entered our health and spelling contests, but have neglected the rest of the training that has gone with achievement.

The new change we attribute to the trend of all educators at this present time toward the "practical" courses. The pendulum swings toward achievement and we are prepared to guide the swing and shall not let it run, we hope, to the wide extreme that has characterized the swing toward the so-called "cultural" courses. Culture is necessary—achievement is necessary.

Reason

Nurse not one changeless humour in thy breast,
That nothing can be right but as thou sayest.
Whoe'er presumes that he alone hath sense,
Or peerless eloquence, or reach of soul,
Unwrap him, and you'll find but emptiness,
'Tis no disgrace even to the wise to learn
And lend an ear to reason.—Sophocles.

"Have You Heard"--?

(A. W. B.)

MORE people are moving from cities to farms than from farms to cities. Difference 750,000 in 1930, for United States. James A. Moyer, head of university extension in Massachusetts, also president of National Commission on Enrichment of Adult Life, sees larger educational responsibilities resting on rural schools—including provision for adults whose minds crave further growth. Moyer is right.

• •

You should advise the John C. Winston Company early if you wish to use the film called "Books," which has shown nearly half a million school children the process of book production, from manuscript to Johnny's desk. All you need is a 16-mm. projector and a postage stamp. You know, of course, that the Winston address is Philadelphia.

• •

Some of those little academies and seminaries back among the hills have rendered splendid service to American life. One of these institutions, Leland and Gray Seminary at Townshend, Vermont, is soon to round out a century. The school wants a larger endowment. But what a time to have a hundredth birthday coupled with endowment needs! The plan of seeking dollar contributions from hundreds of individuals, which proved successful for the Moody schools at Northfield, has been adopted for Leland and Gray. Chairman of trustees is G. W. Powers, Windham County superintendent, Athens, Vt.

• •

Forty-seven years of leadership in the schools of Pennsylvania was the record of G. B. Gerberich up to his retirement on July 1. Fact that he had Journal of Education constantly with him must have made those years even more worthwhile.

• •

That Russian girl mentioned on page 499, our September 5 issue, cannot monopolize all the honors. From Headmaster G. H. McGaw, Woodsville (N. H.) High School, comes word of one Giovannina Castello, who arrived from northern Italy without any English but "do, re, mi," and in seven years had passed up through grammar and high schools. She acquired excellent English; attended normal school; and has been teaching in New Hampshire high schools several years. Good for Giovannina!

• •

O. S. von Krog has neatly rounded off ten years as head of the Training School for Boys at Eldora, Iowa. A copy of the school's latest annual indicates the years have been characterized by high ideals and progress.

• •

A Bureau of Educational and Vocational Guidance has been opened by Mrs. Beatrice Hunter Cahill, M.A., at 6 Park street, Boston. The address sounds familiar. But isn't it strange that Boston never before has had a bureau of this sort, with expert testing and counsel available to young folks—older folks too!—on a reasonable fee basis? Good luck to this new neighbor!

• •

Our frequent contributor, Garry Cleveland Myers, has succeeded the late M. V. O'Shea as editor-in-chief of Junior Home for Parent and Child (Chicago) and he will do a good job; just as he does with his syndicated feature, "The Parent Problem," which appears in a hundred newspapers, and is read by teachers and school administrators as foster parents to American childhood. What with teaching at Western Reserve, lecturing hither and yon, editing a magazine, and writing those lively and helpful personality articles for us G. C. M. is a busy fellow. If you neglected to read his "Cross Eyed Bill" in our September 5th, look it up now!

• •

When C. M. Barnes started a business of textbook jobbing fifty-eight years ago, he could scarcely have pictured to himself a bookhouse carrying 1,500,000 volumes constantly in stock—as the house of Barnes and Noble, Inc., now does. The company has recently doubled the size of its quarters, moving from 76 Fifth Avenue, New York, to 105 Fifth Avenue, where one of the finest bookshops in the country is ready to meet the wants of schools, libraries, and individuals. If it's a textbook, Barnes and Noble has it or will get it in record time. W. R. Barnes, a son of the founder, is president and treasurer, while a third generation, in the person of J. W. Barnes, is also actively represented in the firm's operations.

• •

Few cities can say of their schools this year that they have opened "under better conditions than ever before." Such, however, is the good fortune of Chelsea, Mass. Superintendent George C. Francis is to be congratulated. There has been no curtailment of any subject in the Chelsea schools this year. Only the sub-primary grade has been omitted. Teachers are paid regularly. No new teachers were taken on—which means a strong teaching force. No wonder Mr. Francis can say that he and his associates are "looking forward to a very prosperous year."

JOURNAL OF EDUCATION DIRECTORY
OF SCHOOL EQUIPMENT AND SERVICES

Where to Buy!

The Journal of Education is pleased to recommend to its readers the following firms, each specializing in dependable merchandise and service for schools.

Kindly mention this Magazine when writing.

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Pohlmeyer, Inc., Passaic, N. J.

Practical Drawing Company
1315 S. Michigan Blvd., Chicago, Ill.
2205 S. Lamar St., Dallas, Texas

Book Covers

Holden Patent Book Cover Co.
Springfield, Mass.

Book Jobbers

Barnes & Noble, Inc., New York

Book Publishers

Allyn and Bacon, Boston, New York, Chicago, Atlanta, San Francisco

American Book Company
88 Lexington Ave., New York

Arlo Publishing Co., Newton, Mass.

The Century Company, New York

E. P. Dutton and Co., New York

Ginn and Company, Boston

Gregg Publishing Co., New York

D. C. Heath and Co., Boston

Houghton Mifflin Co., Boston

Laidlaw Brothers, Chicago

The Macmillan Co., New York

G. & C. Merriam, Springfield, Mass.

Newson and Co., New York

Prentice-Hall, Inc.
70 Fifth Avenue, New York

Book Publishers, Cont'd.

Silver, Burdett and Co., Newark

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World Book Company
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GAYLORD BROS., INC.
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C. C. Birchard & Co., Boston, Mass.
Publishers of Song Books; Choral and Orchestral Music; Operettas

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Specializing in Schoolhouse Planning.
47 Winter St., Boston, Mass.

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Sound Distributing Systems

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P. P. Caproni & Bros., Boston

Typewriters

Underwood Elliott Fisher Co.
342 Madison Ave., New York, N. Y.

Note. — This Directory is a new feature and necessarily incomplete. If your company is not yet included, write for rates and requirements to Directory Manager, Journal of Education, 6 Park Street, Boston.

Suggestions that the gross sum spent for education should be decreased and arguments that opportunities for education at any level should be decreased are attacks upon the fundamental thing on which rests all hope of a fruitful, harmonious, rewarding life for the individual and for society.

—President John A. Cousens, Tufts College.

BOOK TABLE

AN INTRODUCTION TO EDUCATION AND THE TEACHING PROCESS. By Jesse E. Adams and William S. Taylor, both of University of Kentucky. Cloth. 665 pages. New York: The Macmillan Company.

Kentucky has magnified the importance of the art of teaching since the days of Horace Mann. There have been flood tides and ebb tides, but the State University and the city of Lexington have enjoyed a wholesome flood tide under the professional leadership of President Frank L. McVey, William S. Taylor and Jesse E. Adams.

The State University under its modern leadership has had a direct influence in the creation of a spirit of modern education in the city systems, in state teachers' colleges and in other colleges of the state.

"An Introduction to Education and the Teaching Process" is the harvesting of the ripened experience of these leaders for the market which the world crisis makes desirable. It is a wholly modern professional atmosphere, simplified for student teachers, while retaining the thrill of the art of teaching and the science of education.

This new appreciation of the opportunity of the schools and responsibility of teachers is an important contribution of the border states to the thrilling modernism of education, in the South especially.

ALECK AND HIS FRIENDS. A Health Reader for the Second Grade. By Blanche J. Dearborn. Under the editorship of Charles H. Keen, M. D., University of Buffalo. Cloth. 139 pages. Beautifully illustrated in color. Boston, New York, Chicago, Dallas, San Francisco: Houghton Mifflin Company.

This is one of a series of Health Readers for each grade. It has seventy-five beautiful illustrations, each emphasizing something important in the promotion of health.

The method of interesting children and youth in each grade is so unlike anything we have ever known to be tried before that we are unable to comment intelligently upon the use of the illustrations or the use of well-known verse.

We shall follow the development of the plan from grade to grade.

Suffice it to say that we have seen nothing more beautiful nor more appealing to children than is "Aleck and His Friends."

THE MUSIC HOUR. One-Book Course. By Osbourne McConathy, W. Otto Miessner, Edward Bailey Birge, Mabel E. Bray, Fannie W. Dunn, Frank A. Beach, and Josephine Murray. New York, Newark, Boston, Chicago, San Francisco: Silver, Burdett and Company.

This creation of a One-Book Course of Music for ungraded schools by seven of the prominent authors of school music books comes appropriately from the press of Silver, Burdett and Company. This company made the first vigorous campaign for state requirement of teaching music in public schools more than forty years ago.

This book is a creation of art and music such as was inconceivable before the depression.

There are 250 songs with the notes so bold and attractive as to be impressive to any and every child.

There are more than thirty beautiful pictures in color, representing works of classic art or artistic creations to accompany classic music.

There are photographic portraits of the famous musicians of the past and present.

Ungraded schools of America today are likely to have children from homes of as high culture as any city school.

No children anywhere can have more thrilling songs than these in "The Music Hour," nor can they have this music with more artistic setting.

HEARING AND THE SCHOOL CHILD. By John L. Waldman, Francis A. Wode, Carl W. Artz. Cloth. 220 pages (6 by 9 inches). Published by the Volta Bureau, Washington, D. C.

This is the most important study of "hearing and the school child" that has been published.

There are seventy-six tables that present a vast array of information on the various subjects considered by these specialists.

There are thirty-three graphs and illustrations.

Too much emphasis cannot be given to the importance of the subject of "Hearing and the School Child."

Every teacher of every school, public, parochial and private, should realize the importance of hearing distinctly and seeing clearly everything that contributes to intelligence in everything that it is important that pupils should know in school work.

THE ABOLITION OF POVERTY. By Harrison E. Fryberger. Cloth. 162 pages. Advance Publishing Company.

This is a vigorous presentation of an enthusiast who insists that the present world crisis can be cured at once by intensive political action.

It is not our custom to promote political propaganda in public schools, because they are supported by taxes imposed upon persons of all political, racial and creedal beliefs, of all interests and convictions.

We make no pretence to special ability to discuss financial affairs, and our observation is that public school people do more harm than good when they meddle with affairs other than the education of children.

We have no patience with the crusades for "personal freedom of public school salaried folk." When a man or woman accepts a salary paid for doing a definite service there is no freedom for doing any other service that is publicly annoying to those who contribute to that salary.

Poverty is more seriously universal than ever before. It interferes with public education, with the ability of children to learn. It is a great social, civic and industrial pest, and Mr. Fryberger's "The Abolition of Poverty" presents a mass of facts and figures that are sure to arouse action intended to "abolish poverty."

Poverty is a crisis in every school district in the United States, more serious than the boll weevil or cornborer, and the situation demands a universal knowledge of conditions. "The Abolition of Poverty" analyzes situations far and near, yesterday, today and tomorrow.

Books Received

"Matthew Arnold." By Charles H. Harvey. London, England: James Clarke and Company, Ltd.

"Business Dictation." By Charles A. Thomas. New York, N. Y.: Prentice-Hall, Inc.

"Efficient Business Administration of Public Schools." By Womrath. Milwaukee, Wisconsin: Bruce Publishing Company.

"Mount Vernon, Its Owner and Its Story." By Harrison Howell Dodge. Philadelphia: J. B. Lippincott Company.

"Health Section Report." By World Federation of Education Associations. New York City: American Child Health Association.

"Principles of Health Education." By Turner. Boston: D. C. Heath & Company.

"The Morrison Speller for Junior High Schools." By J. Cayce Morrison. "Morrison Work Book in Spelling." By J. Cayce Morrison. Syracuse, New York: Iroquois Publishing Company.

"Supervision and the Creative Teacher." Fifth Year Book. New York City: Bureau Publications, Teachers College, Columbia University.

"Textbook of Botany." By Mottier. Philadelphia, Pa.: P. Blakiston's Son & Company, Inc.

"Education by Radio." By Helen M. Muller. New York City: The H. W. Wilson Company.

The News Digest

CURRENT EVENTS IN THE WORLD OF EDUCATION—A TIME-SAVING FEATURE

Every City in State Able to Open Schools

BOSTON. — Notwithstanding the pessimistic outlook which prevailed regarding the prospective inability of Massachusetts cities and towns to meet their going expenditures, there is not a single municipality in the Commonwealth which was unable to open and maintain its schools because of financial difficulties.

This announcement was made by Frank W. Wright, director of the Division of Elementary and Secondary Education and Normal Schools in the State Department of Education.

Mr. Wright said that in only one case, that of the city of Lawrence, had conditions necessitated even a temporary delay in school openings, but he added that Lawrence merely did so as a matter of economy and not because the funds required were lacking.

"Of course, I do not know what budget conditions are in all of our cities and towns," said Mr. Wright. "It may be that the local governments will encounter trouble before the year is out. But I do know that not a single one has been forced to curtail by immediate necessity. In Lawrence it has been purely optional. Under our State law the municipalities are required to keep their upper four grades—the senior high school grades—open for a minimum of 180 days and the lower elementary grades for 160 days.

"In many cities and towns it has been customary to exceed the minimum, and there is nothing to prevent local authorities cutting down somewhat on the length of the term as long as they comply with the law. But, except for the Lawrence case, there has been no disposition to do this."

Dedicate Marne Victory Monument

PARIS. — The Marne Victory Monument, first presented to France in May, 1921, "in return for the Statue of Liberty" and paid for by more than 4,000,000 school children in the United States who gave nickels, dimes, and quarters, was unveiled in September by United States Ambassador Walter Evans Edge. The 130-foot granite figure of France Defiant, shielding a wounded "poilu," stands on a hilltop at Meaux on the Marne, thirty miles from Paris.

URGES ADVISER IN HIGH SCHOOL

State Superintendent Recommends Guidance for Pupils in Study and Play

DES MOINES, Ia.—As the high school supplements its classroom work with activities along social and physical lines and provides the pupils with opportunities for wholesome participation in games, publications, athletics, and other things, it seeks to discover capabilities and to train for complete development of the pupils' powers, declares Miss Agnes Samuelson, Iowa superintendent of public instruction. "As the enrollment increases and the high school population changes," she says, "the value of these socializing activities becomes more and more apparent. So does the need for their wise and sane direction."

Here is the place where the director of physical training, the coach, the vocational counselor, the sponsor of class events, the dean, the adviser, and the vice-principal have a large responsibility, Miss Samuelson contends.

She points out that the importance of having on the high school faculty an adviser to boys and girls has been recognized both by the introduction of professional courses for deans in colleges and by the appointment of advisers in many of the larger high schools.

"It has been said," Miss Samuelson stated, "that girls are the warp and woof of the social texture of the high schools. If this is true, the adviser of girls becomes the necessary weaver in the high school. Her value to the school in guidance along academic, social, and vocational lines is immeasurable.

"Along with her administrative and academic duties, she is busy guiding the pupils in personal problems, supervising extra-curricular activities, and exerting leadership in the social life of the school. Is not that a big order requiring big qualifications? Native ability is not enough—training is also required."

Miss Samuelson recognizes that it is unthinkable in these times of economic stress for any high school to add a trained adviser for boys and girls to its faculty personnel, much as that kind of service is needed. The job, she admits, is to reduce the expenses in keeping with the exigencies of the times.

"But the problems of boy-girl relationship, for example, do not fluctuate with the market or shrink with our income," she asserts. "They loom just as large as ever. What then can be done to tide over the emergency?

"The answer is another question. Would it be advisable to appoint a teacher in the high school to do this personal advisement and to supervise the social programs? That would depend upon whether a teacher was available who approached the qualifications required for such work and whether she could be relieved of enough of the classroom load to give her time to do it."

Professor Plans "Depression College" In Southern City

WASHINGTON. — Moved by the plight of unemployed teachers and students who are prevented from carrying on their professions and their studies by the economic situation, Dr. A. C. C. Hill, Jr., formerly a fellow of the Brookings Institution, and professor of economics at Springfield College, Massachusetts, announced plans for forming a "depression college," designed to bring together impecunious students and unemployed professors.

Dr. Hill has leased several dwellings, two colonial manor houses, and the old town hall at Port Royal, Va., on the Rappahannock River, seventy miles from Washington, for the institution, and said he was prepared to start the project this fall, if it meets sufficient public response.

"We plan a faculty of twenty experienced teachers. These teachers will be unpaid, but will receive room and board, and opportunity to continue their own professional studies in a congenial environment. Our undergraduate body probably will be limited to 100 students, and we plan to select only those who would normally enter their junior or senior year this fall. The inclusive fee for each student will be $250, covering all living expenses as well as tuition."

Perkins Institution Starts Second Century

WATERTOWN, Mass. — A new century was started when classes assembled at Perkins Institution and Massachusetts School for the Blind this term. One hundred years ago Samuel Gridley Howe, with two assistants whom he had brought from Edinburgh and Paris, began the first instruction of the blind with six pupils in a room in his father's house on Pearl Street, Boston. This year nearly three hundred children gathered at the stately plant in Watertown, and were met by seventy teachers under the direction of the fourth director, Gabriel Farrell, who is beginning the second year of his administration. During the century many changes have taken place in the methods of educating blind children, and in all of the advance Perkins Institution has been constantly in the foreground.

Eastman's Bequest To Rochester University

ROCHESTER, N. Y. — An estate with a net value of $21,375,903.06 was left by George Eastman. The University of Rochester, as residuary legatee, received $19,287,143.28. The second largest beneficiary, the Rochester Dental Dispensary, receives $1,028,438.18. Because a large part of the estate is tax exempt by reason of being bequeathed to education and philanthropic institutions, the state collects a tax of only $14,212.86 on the net taxable estate of $585,321.60.

Negro Leader Opposes Segregation in Schools

WASHINGTON.—Separate school systems for negroes and whites should be looked upon as an emergency measure lasting only until the time when the American people realize the "pernicious results of segregation of all kinds in a democracy committed to the principles of equality of opportunity," Dean D. O. Holmes, of the College of Education of Howard University, Washington, D. C., declared recently. "Negroes justly object to segregation for three reasons," Dean Holmes explained. "First, segregation always implies inequality of status, and that one group is dangerous to the other; second, segregation always means inferior accommodations for those segregated, and third, segregation prevents the races from knowing each other through the usual means of communication. Those states of the Union in which, at the present time, the dominant social opinion considers the physical separation of the races necessary are the very ones that are the poorest and the least able to afford the luxury of the dual school system.

BETTER MEDICAL CARE IS ASKED FOR STUDENTS

ALBANY, N. Y. — Many shortcomings and duplications in the present school health services of the state, including lack of proper control of communicable diseases and correction of physical defects; unco-ordinated medical inspection, and spotty school nursing and dental hygiene service, were recently brought to light by the New York State Health Commission.

Under the chairmanship of Dr. Livingston Farrand, president of Cornell University, the commission, with the aid of over 100 experts in public health, carried on a two-year survey of the health resources of the state, and formulated a twenty-year program, which sets as its goal the annual saving of 50,000 lives.

It would be desirable, it is suggested, to have one thorough examination before or upon entrance to school; another at the fourth grade, and another upon entrance to high school. The money now expended upon annual examinations would thus yield a larger return if expended for less frequent but more complete examinations.

A new school health program for the next two decades is also proposed by the commission to include: adequate nursing service, more complete but less frequent physical examinations, facilities for correction of physical defects, better mental health supervision, competent health instruction, adequate control of communicable disease.

This Lad Enters Harvard With Flying Colors

PITTSFIELD, Mass. — Edward S. Willis, son of Mr. and Mrs. Grenville N. Willis, a graduate last February of Pittsfield High, has attained an unusual honor. He enters Harvard University after submitting one of the best examination papers ever handed to the committee on admissions.

Willis ranked 100 per cent. in his English examination, a mark which Dean Henry Pennypacker has informed Principal Roy Strout is a record rarely achieved. Young Willis won honorable grades in his Latin and French, too.

Willis has been an outstanding student, having won the Washington-Franklin medal for excellence in American history. He was awarded a prize in gold last June on behalf of the League of Nations Association by Dr. Harry A. Garfield, president of Williams, for an essay on the League.

HOLDING STUDENTS

Fewer Drop-Outs Seen in Public High Schools

WASHINGTON.—America's most fundamental and vital industry—that of education—with 1,500,000 employees carrying its daily results to 31,000,000 people, finds itself in operation.

Latest available statistics from the Federal Office of Education show that education is putting to work approximately 1,037,605 teachers in all types of schools, 26,953 superintendents and business officers, 37,764 public school supervisors and principals, 238,306 janitors, and about 50,000 bus drivers and approximately 125,000 engineers, carpenters, plumbers, electricians, health officials, etc.

This year's school family does not outnumber 1930's record-breaker of one-fourth the nation's total population, according to estimates. Public elementary and high school attendance will approximate 25,000,000. College and university registration is expected to surpass a million full-time students and about one-quarter million part-time students.

Public high school education should be more popular this year than ever before because of the scarcity of jobs. The holding power of the high school will be increased, and there will be fewer "drop-outs" in the freshman and sophomore years, it is predicted. Many graduates of the past few years, now unemployed, are expected to fall in line to take high school post-graduate courses, provided free by many city school systems, and adult education at the high school level is expected to show a sharp rise.

Declares Colleges Are Too Practical

NEW YORK.—The nation stands in need of college graduates with trained minds, who have been taught to think accurately and competently on many subjects, rather than specialized technicians, Dr. Bernard Iddings Bell, warden of St. Stephen's College, Annandale-on-Hudson, declares in his anual report. "The average young man goes to college with the expectation that the college will make him primarily a more effective producer or distributor of this world's wealth. It is, we believe, foolish to deny this is true," he states. Dr. Bell points out that it is impossible for students in a country college like St. Stephen's to devote any considerable portion of their time to earning a living. It is also a grave question whether the devotion of student time to remunerative employment is helpful to serious concentration upon intellectual tasks, he adds.

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Sources of Funds For School Support

WASHINGTON.—The support of city public schools in the United States is derived from ten sources, L. B. Herlihy, assistant statistician at the Federal Office of Education states. From its latest study of the sources of nearly $1,750,000,000 comprising revenue for the support of city schools, the statistical division finds that $860,-954,061 is derived from general property taxes and city appropriations for maintenance, and $3,092,158 from Federal appropriations for vocational education. Loans and schools bonds bring into the school treasuries the second largest item, namely $216,895,-245. Cities derive from the states the third largest item of school revenue. A total of $178,624,510 comes from the states. Taxation for debt service contributes $91,926,959. Counties provide $87,637,376, and all other local revenue $26,813,160. Tuition furnishes an additional sum. This is tuition paid by one division without facilities for its own pupils to another school division where facilities are available. This amounts to $18,964,550. Sales of property amount to $4,263,326, while all other non-revenue receipts provide $9,031,243. A very large item of income is found in balances from the previous school year in the cities. This amounts to $243,896,487.

School Economy Suggested in Broadcast

ALBANY, N. Y.—Mark Graves, director of the state budget, speaking over the radio in one of a series of talks by members of the state administration on ways and means of reducing expenditures and taxation, said reduction of state aid to local schools would serve to force elimination of unnecessary local expenditures, and would not necessarily be reflected in increased local property taxes. At present, said Mr. Graves, the state of New York expends nearly $102,000,000 for aid to local education, whereas ten years ago the sum was only $37,000,-000. Of the expenditures made through the State Department of Education, Mr. Graves pointed out, more than ninety per cent. goes for aid to local education, intended to equalize educational opportunities throughout the state and to equalize school taxes among school districts.

Harvard Provides Jobs for Students

CAMBRIDGE, Mass. — Professor A. C. Hanford, dean of Harvard College, has announced a new plan to provide temporary employment for Harvard undergraduates, whereby between 200 and 300 students are expected to earn in the vicinity of $40,-000 through part-time work. In brief, the plan contemplates giving students work within the new houses sufficient to offset the decline of outside positions available through the student employment offices in Boston and Cambridge. The plan represents a new development in student employment at Harvard. It was first formulated last spring, following a report by the Harvard Student Council, which urged that the authorities investigate the question of employing student waiters in the dining halls of the new houses. The new plan, while it does not provide for any change in the dining halls, offers part-time employment yielding returns roughly equivalent to what would be produced by replacing the professional waitresses with undergraduates. Among the new positions which are offered are those of assistants to the house masters, attendants in the house library, attendants in the various museums and laboratories of the university, messengers in University Hall, and additional monitors in the classrooms.

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NEW CHICAGO PLANS

Pioneering in Educational and Social Programs

CHICAGO. — Notwithstanding the serious financial handicaps under which the public school system of Chicago has resumed operation, Superintendent Bogan, perhaps as a stimulus to teacher morale no less than as an effort in the direction of better service to the community and its children, is promoting two notable departures in his program, one educational and the other social. As the result of earlier experimental work, four elementary schools have been organized on the principles of self-discipline and project study. Experience has encouraged the belief that by the new methods many defects of mass education will be remedied, and individual initiative and development stimulated.

The social departure is still in its incipient stage, and awaits the findings of a group of educators and sociologists that has been studying how to deal with behavior problems by preventive rather than corrective methods. It is hoped that by early attention to symptoms of maladjustment discovered in pupil conduct it may be possible to avert the development of problem-children by eliminating or mitigating environmental causes, or by supplying adequate counter-influences adapted to particular circumstances.

Both efforts are said to be of a pioneering character in public school work, and they are inviting, therefore, wide attention among educators.

Pittsburgh Church Plans School for Idle

PITTSBURGH, Pa. — Designed to provide a suitable use for idle hours of high school graduates who have been unable to continue their academic training or obtain work, a free school is to be opened in the Methodist Episcopal Church of Natrona. It is the idea of the pastor, the Rev. J. E. Lutz, who will be the instructor in mathematics. There will be two other members of the faculty, one teaching English composition, and the other, German, all serving free. The school, to be known as the University of Profitable Depression, is expected to have thirty-five students at the outset.

Barter Permitted For Education

HIGHLAND, Kan. — Owing to the scarcity of money Highland College has joined other higher institutions of learning in swapping education for what have you. A college announcement says there is no limit to what can be bartered for bed, board, tuition and, possibly, spending money. Anything of real worth that can be used by a college that needs lumber, bricks, hardware materials, grocery store necessities, dry goods, dishes, furniture, books, will serve. Other Kansas colleges accept live stock and grain in part payment of tuition fees.

Chicago Hires 500 Idle For School Traffic Jobs

CHICAGO.—More than 500 heads of families receiving relief because they are unemployed, will become paid traffic officers in the vicinity of Chicago schools. The men will have the same powers as regular traffic policemen, but will wear identifying belts instead of full uniforms. Regular policemen now on similar duty will be assigned to beats or to tracking criminals.

Student Claims He Can Trisect Angle

FORD CITY, Pa.—A method of trisecting the angle—a problem which has engaged mathematicians for 2,000 years—is claimed by Ted Macknick, eighteen, Ford City High School senior.

Macknick, with a year's instruction in plane geometry and two years' work in algebra, said he reached his solution after nine months' work.

Macknick said he believed his solution was simpler than that of the Very Rev. J. J. Callahan, president of Duquesne University. He plans to submit it to mathematicians for verification.

LATTER HALF OF LIFE NEEDS FURTHER STUDY

ITHACA, N. Y. — Recent discoveries about "age and human ability" were reported to the American Psychological Association in the presidential address of Dr. Walter R. Miles, of Stanford and Yale Universities.

These findings were made in a study of the "scientifically neglected latter half of human life" at Stanford under Dr. Miles' direction, with aid of the Carnegie Corporation of New York.

The address was a call to psychologists to find the reasons and possible remedies for such things as the tendency of successful men to die suddenly after retirement, to challenge the disinclination of industry to employ men over forty as mere "calendar worship," and to learn whether there is good reason for some institutions having retirement ages of only sixty, while others set the limit at nearly seventy.

The peak of a baseball player's abilities, Dr. Miles explained, probably lies in his legs. The time when the legs slow down determines when he is "through." But a lawyer's peak depends on abilities which carry further through life, and therefore his period of greater usefulness comes much later.

These age differences are largely unmapped, said the psychological president. If scientists will discover and chart them accurately they will become useful guides for the young in choosing occupations.

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Paddle Their Own Canoe To Bucknell College

LEWISBURG, Pa. — While most of his classmates were coming back to Bucknell by motor car and train, J. Tracey Converse, of Binghamton, N. Y., paddled his own canoe down the Susquehanna River—a distance of 196 miles. He was accompanied by Dr. Harry Drake, of Athens, Pa. The pair camped along the shore of the North Branch nights, and one day found a wind strong enough to propel them, so they rigged up a rain slicker as a sail. They paddled their way upstream on the West Branch of the Susquehanna from Northumberland to Lewisburg.

Gold Mine Jumps School Valuations

BOISE, Id.—The opening of a gold mine at Atlanta last winter by the St. Joseph Lead Company has increased the assessed valuation of schools of that district from $87,400 in 1931 to more than $200,000 for 1932. The enrollment jumped from seven to sixty, according to Mrs. Myrtle R. Davis, state superintendent of public instruction. With the increased enrollment the school will conduct a two-year high school in addition to the grades. The mining company has been turning out between $2,000 and $3,000 daily, and employs over 100 men.

Warns of Peril In Education Cuts

ITHACA, N. Y.—Clyde R. Miller, of Teachers College, Columbia University, told the district meeting of the American College Publicity Association at Cornell University that reducing funds for education may add chaos to the depression. Really "hard-headed" business men, he said, instead of trying to reduce educational taxes at this time, would safeguard their interests better by maintaining education to train dangerously large groups of young persons now unemployed and dissatisfied.

State Colleges Aid Virginia Treasury

RICHMOND, Va.—In this period of lean revenues the treasury of the Commonwealth of Virginia is being helped materially by tuition and similar fees deposited by state-supported colleges to the credit of the state treasurer, it was announced at the office of John M. Purcell, state treasurer. During September and October of last year a total of $1,166,000 became available to the treasury from this source. An amount equaling this total is expected during the same months this year. Early returns in September had already amounted to $200,000.

Grins Between Grinds

Ditto

A colored man got his nerve together and made a flight in an airplane. As he climbed out of the seat on its return to the field, he turned to the pilot and said:—

"Suh, Ah has to thank you fo' both dem rides."

"What are you talking about?" asked the aviator. "You only had one."

"No, suh," returned the passenger. "Ah had two—mah fust an' mah last."

• •

Speed

Two Irishmen got a job to clean some lofty windows. Having no ladder, however, that would reach the windows, they were puzzled how to get to them.

"Pat," said Mike, "get a plank, and put it through the window. Oi'll sit on the plank outside and you sit inside."

All went well until Mike cried out: "Oi let the window cloth fall."

"All right," replied Pat. "Stop where yez are, and Oi'll get it."

Away went Pat downstairs. On reaching the street, he exclaimed: "Be jabers, Mike, you're here first! Which way did you come?"

• •

Gravely

"May I ask, Mr. Paderewski," said a sweet young thing, "who is the composer of that selection you played last? It is indeed wonderful."

"Beethoven," answered the pianist.

"Ah, yes," she replied. "Wonderful. Is he composing now?"

"No, madam," replied Paderewski gravely; "he is decomposing."

• •

"It Sho Is"

A colored maid answered an imperative ring of the telephone.

"Yas'm," her mistress heard her say. And a second time:

"Yas'm." Then she added:—

"It sho is," and hung up.

The telephone rang again immediately and the girl made identically the same replies, then disconnected.

"What kind of a conversation was that, Lucy?" she asked. "What did they want?"

"Well, they asked if this was the Blank house, and I said yas'm, and then they asked if Mrs. Blank was home, and I told 'em yas," the girl answered. "Then they said: 'Long distance from Washington,' and I said: 'It sho is.'"

Complimenting a Bride

"How do you like the soup, dear?"

"Delicious! Did my little darling open the can all by herself?"

• •

Oh Yeah!

This concerns a veteran teacher who went to heaven and knocked on the pearly gates.

"Who are you?" demanded the gatekeeper.

"I'm Miss Jones, of Jonesville," she answered. "I've taught in the public schools in my community for fifty years. I've served the children, and through them served their parents, and through them served the state and nation. Now I've come for my reward."

"Well, come in," he invited—rather coldly, she thought.

But inside, a reassuring sight greeted her eyes. Lined up opposite the entrance were hundreds of citizens carrying flags, a band of 120 pieces, an impressive-looking reception committee, frock-coated and silk-hatted; a guard of honor in resplendent uniforms, and a battery of cannon ready to fire off a salute.

"Well, this is something like it," she said to herself.

But the lady's happy anticipation was shortlived. While she was waiting, there came another knock at the portals; the gate was quickly opened, and there stood her former superintendent of schools! Ignoring her completely, the gate-keeper ushered him in.

Then the band played "Hail, the Conquering Hero Comes"; the reception committee doffed their silk hats, the cannon boomed, and the flags waved. When it was all over and the street-sweepers came to gather up the ticker tape, the school teacher, who had been shunted into the background, went indignantly up to the gate-keeper.

"So, that's the reward I get for my fifty years of faithful service in my community!" she said. "Who is he that you should make such a fuss over him? He's only a superintendent of schools, and was only in our community twelve years. Why, I never heard of such a thing!"

The gate-keeper smiled tolerantly. "My dear teacher," he said, "you must remember that heaven is filled with classroom teachers—but this is our first superintendent of schools!"

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Corn Will Heat 62 Schools in Nebraska

SCHUYLER, Neb. — Part of Colfax County's surplus corn crop will "go up in smoke." The commissioners have decided to heat the courthouse and sixty-two buildings under their jurisdiction with corn next winter. They figure it will provide a ready market for the farmers' surplus crop and perhaps save the county some money at the same time. They estimate they can purchase corn, still on the cob, at $8 per ton. The court house uses about thirty tons of coal during the winter at an approximate cost of $12 a ton.

Teacher College Group Elects Officers

BRIDGEWATER, Mass.. — The fifteenth annual conference of State Teachers Colleges came to a close at Bridgewater with the completion of work by the department meetings on curriculum construction. The concluding address of the sessions was given in Horace Mann Auditorium by Dr. Edward S. Evenden, of Columbia University Teachers' College, who spoke on "Some Trends and Problems in the Education of Teachers." Dr. Lawrence A. Averill, of Worcester, was elected president of the Massachusetts State Teachers' College Association at its annual meeting held in conjunction with the conference. Miss Emma Hunt of Framingham was elected vice-president; Harold L. Phillips, Salem, treasurer; and Miss Grace Fickett, Westfield, secretary.

STATEMENT OF THE OWNERSHIP, MANAGEMENT, ETC., REQUIRED BY THE ACT OF CONGRESS OF AUGUST 24, 1912.

Of Journal of Education, published twice a month at Boston, Mass., for October 1, 1932.

State of Massachusetts, County of Suffolk, ss.

Before me, a Notary Public, in and for the state and county aforesaid, personally appeared Anson W. Belding, who, having been duly sworn according to law, deposes and says that he is Business Manager of the Journal of Education, and that the following is, to the best of his knowledge and belief, a true statement of the ownership, management, etc., of the aforesaid publication for the date shown in the above caption, required by the Act of August 24, 1912, embodied in section 443, Postal Laws and Regulations, to wit:—

1. That the names and addresses of the publisher, editor, business manager, and managing editor are:—

Publisher—New England Publishing Company, 6 Park street, Boston.

Editor—A. E. Winship, 46 Shepard street, Cambridge, Mass.

Business Manager—A. W. Belding, 277 School street, Watertown, Mass.

Managing Editor — Isobel R. Lay, 60 Dartmouth street, Winter Hill, Mass.

2. That the owners are:—

New England Publishing Company. 6 Park street, Boston; Anson W. Belding, 277 School street, Watertown, Mass.; A. E. Winship, 46 Shepard street, Cambridge, Mass.; Isobel R. Lay, 60 Dartmouth street, Winter Hill, Mass.; Mrs. Mary M. Belding, 277 School street, Watertown, Mass.; Mrs. Abbie Meserve, 87 Linden street, Allston, Mass.

Anson W. Belding,
Business Manager.

Sworn to and subscribed before me this 16th day of September, 1932.

ISOBEL R. LAY,
Notary Public.

(My commission expires October 13, 1933.)

• •

Opposes Back-Tracking

WASHINGTON.—"What we do in our public schools with our children determines what our nations shall be," recently declared Ray Lyman Wilbur, Secretary of the Department of Interior. "In spite of temporary economic difficulties it is no time for back-tracking in education," he continued. "It is more vital," he said, "for us to have better education and more of it to protect us from our own ignorance and follies. Men are children but once, and during that period the grown-up can at least afford opportunity to the child."

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